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ABSTRACT

Results of a 1994 survey of state directors of special education are presented for 47 states, 7 protectorates, and the District of Columbia. Four major issues were surveyed: the effects of activities outlined in Goals 2000 on state special education service delivery systems; efforts that states are making to develop learner goals and related assessments; how broadly the National Center on Educational Outcomes model of educational outcomes and indicators has been disseminated and used within state and local educational agencies; and the extent to which students with disabilities are participating in statewide achievement assessments. Narrative summaries, tables, and figures include information on the status of outcomes development and assessment development for each state and state policies on learner outcomes and outcomes-related assessments. For each state, statewide assessments are listed and their purposes are identified as either for student accountability, school or district accountability, or instructional decision-making. The study found that Goals 2000 is seen by most state directors as having a positive impact on students with disabilities, that most states have adopted statements of learner goals or outcomes, and that most states are developing or reviewing assessment systems designed to measure student progress toward these outcomes. (SW)

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1994 State Special Education Outcomes

A Report on How States are Assessing Educational Outcomes for Students with Disabilities

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NATIONAL CENTER ON EDUCATIONAL OUTCOMES

College of Education and Human Development ■ University of Minnesota

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1994 State Special Education Outcomes

National Center
on Educational Outcomes

College of Education and
Human Development
University of Minnesota

in collaboration with
St. Cloud State University and
the National Association of State
Directors of Special Education

A Report on
How States are Assessing
Educational Outcomes
for Students with Disabilities

Supported by the
Office of Special Education Programs
U.S. Department of Education

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March 1995

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The National Center on Educational Outcomes (NCEO) was established in October 1990 to work with state departments of education, national policy-making groups, and others to facilitate and enrich the development and use of indicators of educational outcomes for students with disabilities. It is believed that responsible use of such indicators will enable students with disabilities to achieve better results from their educational experiences. The Center represents a collaborative effort of the University of Minnesota, the National Association of State Directors of Special Education, and St. Cloud State University.

The Center is supported through a cooperative agreement with the U.S. Department of Education, Office of Special Education Programs (H159C00004). Opinions or points of view do not necessarily represent those of the U.S. Department of Education or Offices within it.

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Trish Grafstrom

State Special Education Outcomes 1994 was prepared by Ron Erickson, Martha Thurlow, and Kathryn Thor.

Executive Summary

This report by the National Center on Educational Outcomes (NCEO) presents the results of the fourth annual survey of state directors of special education. NCEO sent the survey to directors of all 50 regular states and the 10 unique states that provide special education services under the provisions of the Individuals with Disabilities Education Act. The major findings of the 1994 special education survey include:

- The majority of state directors of special education have received training and/or information about *Goals 2000*, the federal initiative designed to support state and local reform efforts. This information and training has come from a variety of state and federal sources.

- *Goals 2000* is seen by most state directors of special education as having a positive impact on students with disabilities, and is considered a positive force for including students with disabilities in statewide reform activities.

- Most states have identified and adopted statements of learner goals or outcomes. Assessment systems designed to measure student progress toward these outcomes are currently under development or review in most states.

- The most prevalent policy in place to promote the adoption of state-ratified learner goals and related assessments is one whereby the state strictly mandates the adoption of such systems by local districts.

- The NCEO Conceptual Model of Outcomes and Indicators has reached a broad audience of state directors of special education, and has been used to assist in state-level reform activities.

- Information on the participation of students with disabilities in statewide assessment programs is still largely inaccessible or unavailable to most state directors of special education.

State Directors of Special Education

ALABAMA
Bill East

ALASKA
Myra Howe

ARIZONA
Kathryn Lund

ARKANSAS
Diane Sydoriak

CALIFORNIA
Leo Sandoval

COLORADO
Fred Smokoski

CONNECTICUT
Tom Gillung

DELAWARE
Martha Brooks

FLORIDA
Bettye Weir

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Paulette Bragg

HAWAII
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IDAHO
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David Stockford

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Richard Steinke

MASSACHUSETTS
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MICHIGAN
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Wayne Erickson

MISSISSIPPI
Carolyn Black

MISSOURI
Melodie Friedebach

MONTANA
Robert Runkel

NEBRASKA
Gary Sherman

NEVADA
Gloria Dopf

NEW HAMPSHIRE
Nate Norris

NEW JERSEY
Barbara Gantwerk

NEW MEXICO
Diego Gallegos

NEW YORK
Tom Neveldine

NORTH CAROLINA
Lowell Harris

NORTH DAKOTA
Gary Gronberg

OHIO
John Herner

OKLAHOMA
John Corpolongo

OREGON
Karen Brazeau

PENNSYLVANIA
Michele Desera

RHODE ISLAND
Robert Pryhoda

SOUTH CAROLINA
Ora Spann

SOUTH DAKOTA
Deborah Barnett

TENNESSEE
Joe Fisher

TEXAS
Jill Gray

UTAH
Steve Kukic

VERMONT
Dennis Kane

VIRGINIA
Jo Lynne Demary

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DISTRICT OF COLUMBIA
B. Garnett Pinkney

GUAM
Vince Leon Guerrero

COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS
Barbara Rudy

REPUBLIC OF THE MARSHALL ISLANDS
Kanchi Hosia

FEDERATED STATES OF MICRONESIA
Makir Keller

PALAU
Peter Flechuus

PUERTO RICO
Maria Morales

U.S. VIRGIN ISLANDS
Priscilla Stridiron

Note: In some cases, responses were gathered from other designated personnel.

Table of Contents

Introduction 1

Part One: *Goals 2000: Educate America Act* 3
- Table 1 - Sources Providing States with Information on *Goals 2000* 4
- Figure 1 - Will *Goals 2000* Have an Impact? 6
- Figure 2 - *Goals 2000*: Type of Impact 6
- Figure 3 - States' Planning Response to *Goals 2000* 7

Part Two: State Policies on Learner Outcomes and Related Assessments 9
- Table 2 - Status on Outcomes and Assessments Development 11
- Table 3 - State Policy on Learner Outcomes 12
- Table 4 - State Policy on Outcomes-Related Assessments 14
- Figure 4 - States Using Existing Assessments 16
- Figure 5 - States Using New Forms of Assessment 16

Part Three: The NCEO Conceptual Model of Outcomes and Indicators 17
- Figure 6 - States' Level of Awareness of the NCEO Model 18

Part Four: Participation of Students with Disabilities in Statewide Assessments 19
- Table 5 - Students with Disabilities Participating in Assessments 20
- Figure 7 - Availability of Assessment Data on Students with Disabilities 22

Conclusion 23

Appendix 25

Introduction

NCEO's Mission

NCEO is a collaborative effort of the National Association of State Directors of Special Education (NASDSE), the University of Minnesota, and Saint Cloud State University. Part of NCEO's mission has been to lead the nation in identifying educational outcomes for students with disabilities and to develop possible indicators that could be used to monitor those important outcomes.

The Center works with national policymaking groups, state departments of education, and other groups and individuals to promote national discussion of educational goals and indicators that include students with disabilities. To accomplish this, NCEO has four major goals:

Goal 1 To promote the development of a system of indicators for use with all students, including those with disabilities.

Goal 2 To support and enhance the measurement of educational outcomes and indicators for students with disabilities.

Goal 3 To enhance the availability and use of outcomes information in decision making at the federal and state levels.

Goal 4 To identify and develop indicators that can be used to make judgments about the extent to which education works for students with disabilities, and that can be used to improve programs and services.

The Center undertakes many activities to accomplish these goals. In addition to the state survey, the Center examines and analyzes existing national and state data that could provide information on outcomes for students with disabilities. It works with other groups and organizations (such as the National Center for Education Statistics) to address issues related to current national and statewide assessment efforts. And it has developed a conceptual model of outcomes and indicators through a collaborative effort involving state and national agencies, parents, and professionals.

About the State Survey

NCEO produced its first report on state special education outcomes in 1991. Little did anyone realize the incredible magnitude of educational reform efforts that would soon follow, both locally and nationally. Virtually every state has become involved in some type of educational reform movement. States have placed much attention on establishing learner goals and accompanying assessment systems capable of measuring these goals. Federal efforts have included those of:

- the National Education Goals Panel monitoring progress toward eight national education goals;
- various standards-setting groups producing world-class standards in numerous curricular areas; and
- Congress passing *Goals 2000: Educate America Act*.

The federal legislation has stimulated and supported a variety of state-level activities that foster quality educational opportunities for all students. Consequently, education is undergoing rapid change and reform.

The question now is, How does special education participate in this movement?

NCEO offers some preliminary answers to this question in its *State Special Education Outcomes 1994* report. Survey questions for this report focus on four major issues:

(1) What effect the activities outlined in *Goals 2000: The Educate America Act* have on state special education service delivery systems;

(2) What efforts states are making to develop learner goals and related assessments;

(3) How broadly the NCEO model of educational outcomes and indicators has been disseminated and used within state and local educational agencies;

(4) The extent to which students with disabilities are participating in statewide achievement assessments now being used by states.

This year's report surveyed state special education directors in all fifty regular states and the ten unique states that must abide by the provisions of P. L. 101-476, *Individuals with Disabilities Education Act* (IDEA). NCEO gathered the responses through a mailed or faxed survey, or through an interview. In some cases, state special education directors designated other state officials to assist in answering the survey questions. There was a 100 percent response rate.

Ten Unique States

American Samoa = Am Samoa

Bureau of Indian Affairs = BIA

Commonwealth of the Northern Mariana Islands = CNMI

District of Columbia = DC

Federated States of Micronesia = FSM

Guam

Palau

Puerto Rico

Republic of the Marshall Islands = RMI

U.S. Virgin Islands = USVI

Part One:
Goals 2000: Educate America Act

During the past year, three pieces of federal legislation passed that supported the current momentum for change in American education: the *Schools to Work Opportunity Act*, the *Improving America's Schools Act* (formerly called the *Elementary and Secondary Education Act*), and *Goals 2000: Educate America Act*.

The *Goals 2000* legislation placed into law the six original national goals, which were established at the 1989 Charlottesville education summit, plus two additional goals aimed at improving teachers' professional development and parents' involvement in school. *Goals 2000*'s central tenet emphasizes setting high, challenging standards for all students, including students with disabilities.

States that choose to submit applications for funding under this legislation must write state improvement plans and provide evidence on how such plans include students with disabilities. State-level planning teams that are funded by first-year grants also must include representatives from a broad constituent audience, including special education.

To find out how aware and involved state directors of special education are regarding *Goals 2000* legislation, the survey asked them three questions: How much information and training did they receive about *Goals 2000*?; What impact did they believe *Goals 2000* would have on students with disabilities?; How did they plan to respond to *Goals 2000* in the coming year?

Sources of Information on *Goals 2000*

■ ***Table 1***

Most directors of special education received some type of information or training about *Goals 2000* since it was signed into law in March 1994. This came most often from the respondent's own state department of education, NASDSE and the Office of Special Education Programs (OSEP) of the U.S. Department of Education.

The Impact of *Goals 2000* on Students with Disabilities

■ ***Figures 1 and 2***

Nearly all state directors believed that *Goals 2000* would have a mostly positive impact on students with disabilities, and would foster their inclusion of students with disabilities in state reform efforts. They also expressed expectations of greater inclusion in curriculum and instruction, assessment, and higher academic standards.

Responses to *Goals 2000*

■ ***Figure 3***

Likely responses of states to *Goals 2000* during the upcoming year were: (a) to provide training or technical assistance to local education agencies and special education directors on how to apply for *Goals 2000* funding, or (b) to continue to participate with state officials on the *Goals 2000* planning teams.

Other responses included seeking changes in how special education was funded, and monitoring the progress of the legislation at the federal level.

Table 1 - Sources Providing States with Information on *Goals 2000*

State	OSEP	Federally Funded Projects	NASDSE	State Dept of Education	Other	No Information
Alabama	■		■			
Alaska	■		■	■		
Arizona	■		■	■	■	
Arkansas	■		■	■		
California		■	■	■		
Colorado	■		■			
Connecticut				■		
Delaware		■	■	■		
Florida			■	■	■	
Georgia	■		■	■		
Hawaii			■	■		
Idaho		■	■			
Illinois	■		■	■		
Indiana				■		
Iowa				■	■	
Kansas			■	■		
Kentucky		■	■			
Louisiana	■		■	■		
Maine			■	■		
Maryland	■	■	■	■	■	
Massachusetts	■		■	■		
Michigan	■		■	■		
Minnesota	■		■	■		
Mississippi	■	■	■	■		
Missouri	■		■	■	■	
Montana	■		■	■		
Nebraska		■	■	■		
Nevada	■		■	■		
New Hampshire	■		■	■		
New Jersey	■		■		■	

State	OSEP	Federally Funded Projects	NASDSE	State Dept of Education	Other	No Information
New Mexico			■	■		
New York	■		■			
North Carolina	■		■	■		
North Dakota				■		
Ohio			■	■		
Oklahoma	■		■			
Oregon	■		■	■		
Pennsylvania				■		
Rhode Island				■	■	
South Carolina						■
South Dakota	■		■	■		
Tennessee						■
Texas	■		■	■		
Utah	■	■	■	■	■	
Vermont	■		■	■		
Virginia						■
Washington			■		■	
West Virginia	■		■	■		
Wisconsin				■		
Wyoming	■		■			
Am Samoa	■	■		■		
BIA	■	■				
CNMI		■	■		■	
DC				■	■	
FSM	■					
Guam						■
Palau						■
Puerto Rico				■		
RMI				■		
USVI				■		
TOTALS	31	11	41	12	42	5

Figure 1 - Will *Goals 2000* Have an Impact?

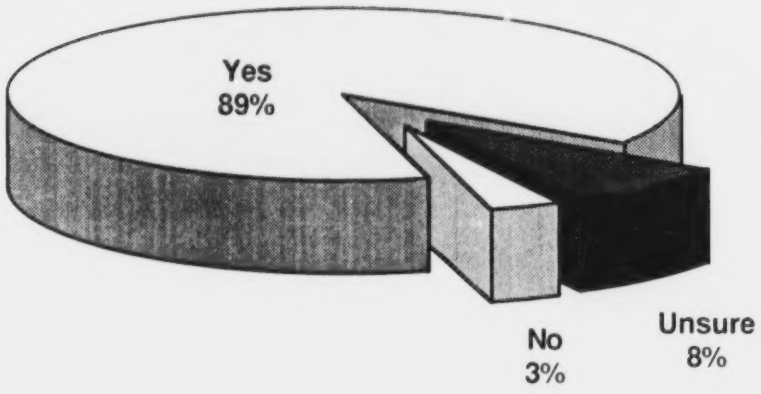


Figure 2 - *Goals 2000*: Type of Impact

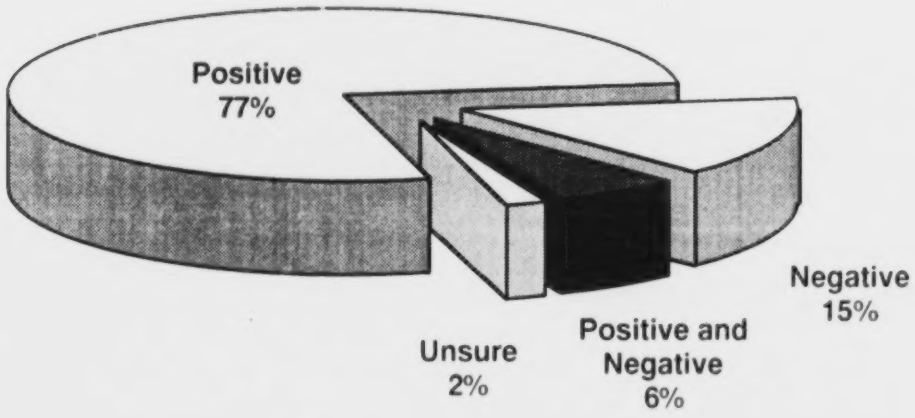
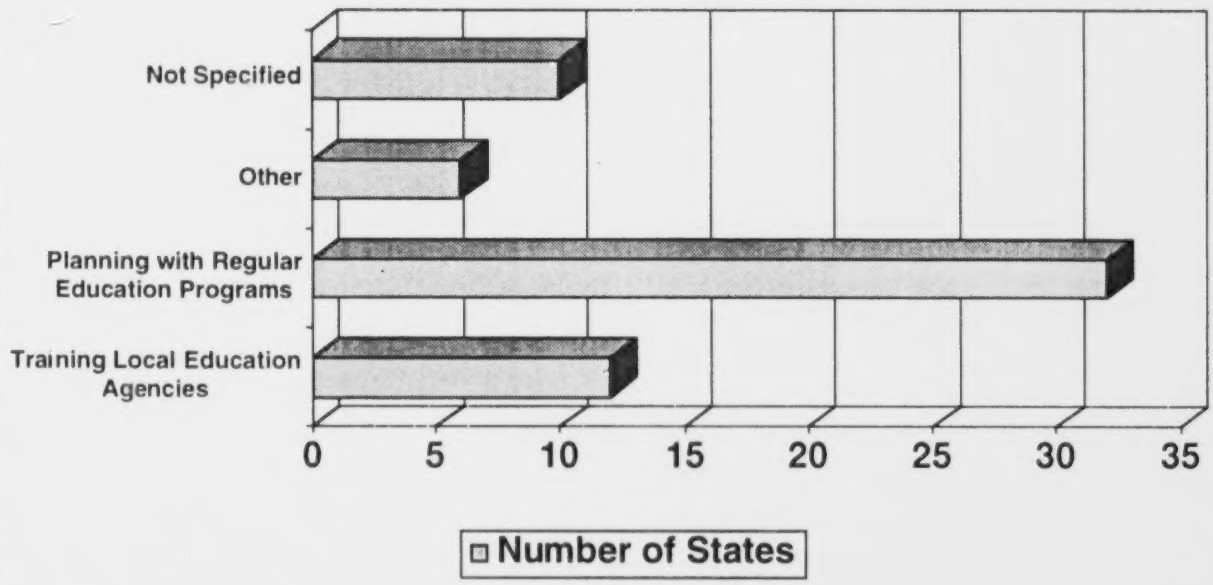


Figure 3 - States' Planning Response to *Goals 2000*



Part Two: State Policies on Learner Outcomes and Related Assessments

Standards and assessments are the two concepts that form the centerpiece of American educational reform in the 1990s. Perhaps during no other period of our nation's history has so much interest and effort been generated in the area of setting academic standards—statements of what students should know and be able to do in the 21st century.

To meet the requirements for *Goals 2000* funding, states need to provide evidence that challenging content standards have been established for all students in a variety of academic disciplines. States may select these standards through a collaborative planning process, or by adopting those of standards-setting groups. States also must give attention to the development of new forms of assessment to adequately measure student performance on these standards.

The movement to create standards and develop new forms of student assessment were well underway in many states by the time *Goals 2000* was signed into law. The policies that those states developed to support the standards and assessments differ from state to state, just as do the relationships between states and local education agencies.

What is even more variable between states, though, is the implementation of standards and assessments. Some states choose to address standards that are specific to particular disciplines such as mathematics, science, and social studies. Other states may define expectations about integrated higher thinking skills. They use different words to describe their standards. Among the terms often used are outcomes, goals, and curriculum frameworks. NCEO chose to use the phrase "learner goals or outcomes" to encompass these various terms, with the recognition that significant differences exist among them in practice.

Current Status of Outcomes and Assessments

■ *Table 2*

States can develop outcomes without assessments and vice versa. Since *Goals 2000* and the *Improving America's Schools Act* (formerly the *Elementary and Secondary Education Act*) require assessments linked to standards, NCEO needs to know how states are developing both outcomes and assessments.

The survey asked respondents to describe their states' progress in identifying learner goals or outcomes and in developing related assessments. Table 2 places the 50 regular states and 10 unique states into a matrix that identifies each state's status in both outcomes and assessments development. The table reveals the significant breadth of current reform activities taking place across the states: 23 states report having a set of learner goals or outcomes completed and available, with another 26 states in the process of developing, reviewing or revising them at the present time. In terms of assessment activity, the survey revealed that most states are at the initial stages of reform: only 12 states report having assessment

systems complete and available for use, with another 33 indicating that their systems are currently under development or review.

Some respondents indicate that the development of outcomes and assessments had been completed in certain curriculum areas, but not in others. States whose directors answered in this manner were placed in the "under development" category.

State Policies on Learner Outcomes and Assessments

■ *Tables 3 and 4*

The most prevalent state policy on outcomes and assessments mandates the adoption of learner goals and the use of state-ratified assessments at the local district level.

Other reported policies give local educational agencies the option of either adopting the state-developed outcomes famework and its accompanying assessment program, or developing and adopting their own frameworks and assessments. Still others report having policies that allow local districts the option of deciding whether to adopt *any* system of accountability.

■ *Figures 4 and 5*

Almost equal percentages of states were:

(1) using assessments already in use in the state;

(2) developing new instruments for the purpose of measuring their articulated learner goals or outcomes.

Table 2 - Status of Outcomes and Assessments Development

Assessments Development	Outcomes Development: Completed	Outcomes Development: Under Development	Outcomes Development: Other Status	Outcomes Development: No articulated Outcomes at Present	Outcomes Development: Not Sure
Completed	Alabama Connecticut Illinois Maryland Nevada New Mexico Pennsylvania Wisconsin FSM USVI	Arizona	South Carolina		
Under Development	Florida Georgia Indiana Maine Massachusettes Michigan Oklahoma Vermont West Virginia DC	Alaska Colorado Delaware Idaho Kansas Kentucky Louisiana Minnesota Missouri New Hampshire New Jersey New York North Carolina Ohio Oregon Rhode Island Texas Utah Washington BIA Puerto Rico RMI	Mississippi		
No Mandated Assessment Program at Present	Arkansas Hawaii Montana	California Virginia		Iowa Nebraska North Dakota South Dakota Wyoming Am Samoa CNMI Guam	Tennessee
Not Sure		Palau			

Table 3 - State Policy on Learner Outcomes				
State	Must Adopt State	Must Adopt State or Local	Local Choice	Not Sure
Alabama	■			
Alaska			■	
Arizona		■		
Arkansas				■
California	■			
Colorado		■		
Connecticut			■	
Delaware	■			
Florida	■			
Georgia	■			
Hawaii	■			
Idaho			■	
Illinois	■			
Indiana	■			
Iowa				
Kansas	■			
Kentucky	■			
Louisiana		■		
Maine			■	
Maryland	■			
Massachusetts			■	
Michigan	■			
Minnesota	■			
Mississippi	■			
Missouri		■		
Montana				■
Nebraska *				
Nevada	■			
New Hampshire			■	
New Jersey				■

State	Must Adopt State	Must Adopt State or Local	Local Choice	Not Sure
New Mexico	■			
New York		■		
North Carolina	■			
North Dakota *				
Ohio		■		
Oklahoma		■		
Oregon	■			
Pennsylvania				■
Rhode Island		■		
South Carolina	■			
South Dakota *				
Tennessee *				
Texas	■			
Utah	■			
Vermont		■		
Virginia				■
Washington	■			
West Virginia	■			
Wisconsin			■	
Wyoming *				
Am Samoa *				
BIA			■	
CNMI *				
DC	■			
FSM		■		
Guam *				
Palau	■			
Puerto Rico				■
RMI		■		
USVI		■		
TOTALS	25	12	8	6

* State reports no current set of learner goals or outcomes.

Table 4 - State Policy on Outcomes-Related Assessments

State	Must Adopt State	Must Adopt State or Local	Local Choice	Other	Not Sure
Alabama	■				
Alaska					■
Arizona		■			
Arkansas *					
California *					
Colorado					■
Connecticut	■				
Delaware	■				
Florida		■			
Georgia	■				
Hawaii *					
Idaho			■		
Illinois	■				
Indiana	■				
Iowa *					
Kansas	■				
Kentucky	■				
Louisiana		■			
Maine			■		
Maryland	■				
Massachusetts	■				
Michigan	■				
Minnesota		■			
Mississippi	■				
Missouri	■				
Montana *					
Nebraska *					
Nevada	■				
New Hampshire			■		
New Jersey					■

State	Must Adopt State	Must Adopt State or Local	Local Choice	Other	Not Sure
New Mexico	■				
New York		■			
North Carolina	■				
North Dakota *					
Ohio	■				
Oklahoma	■				
Oregon	■				
Pennsylvania					■
Rhode Island		■			
South Carolina				■	
South Dakota *					
Tennessee *					
Texas		■			
Utah			■		
Vermont			■		
Virginia *					
Washington	■				
West Virginia	■				
Wisconsin	■				
Wyoming *					
Am Samoa *					
BIA			■		
CNMI *					
DC	■				
FSM		■			
Guam *					
Palau *					
Puerto Rico	■				
RMI	■				
USVI	■				
TOTALS	27	8	6	1	4

* State reports no current outcome-related assessment program.

Figure 4 - States Using Existing Assessments

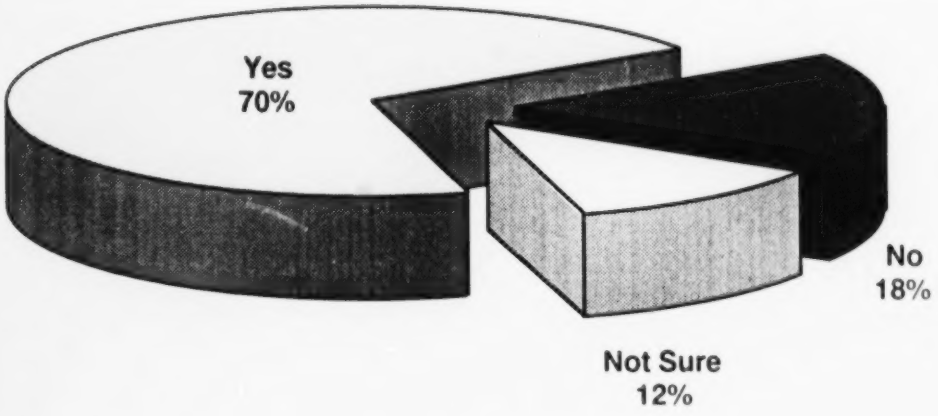
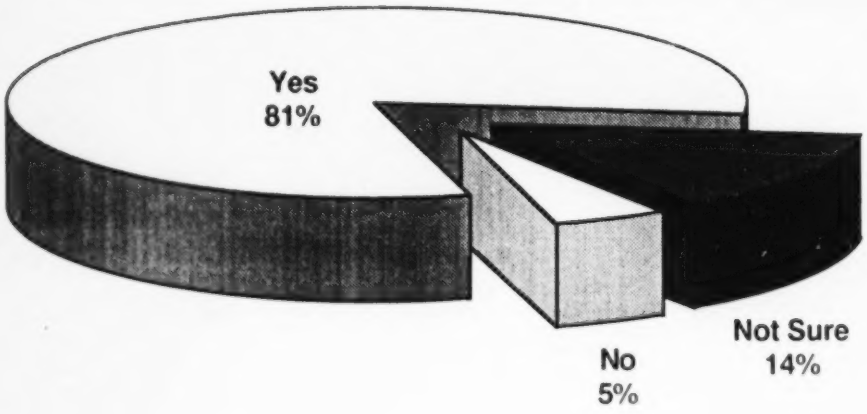


Figure 5 - States Using New Forms of Assessment



Part Three: The NCEO Conceptual Model of Outcomes and Indicators

NCEO developed a conceptual model of educational outcomes and indicators to assess the effectiveness of education for all students, including those with disabilities.

NCEO created the model cooperatively with educational policymakers, researchers, teachers and parents. State directors of special education commented on the extent to which they were aware of this model, and to what extent it had been useful in their current reform efforts.

■ *Figure 6*

Most state directors were familiar with the model. Only 7 directors, or about 12 percent, were unaware of the model, and 23 directors, or about 38 percent, had either shared the model with colleagues, or used it in their reform efforts.

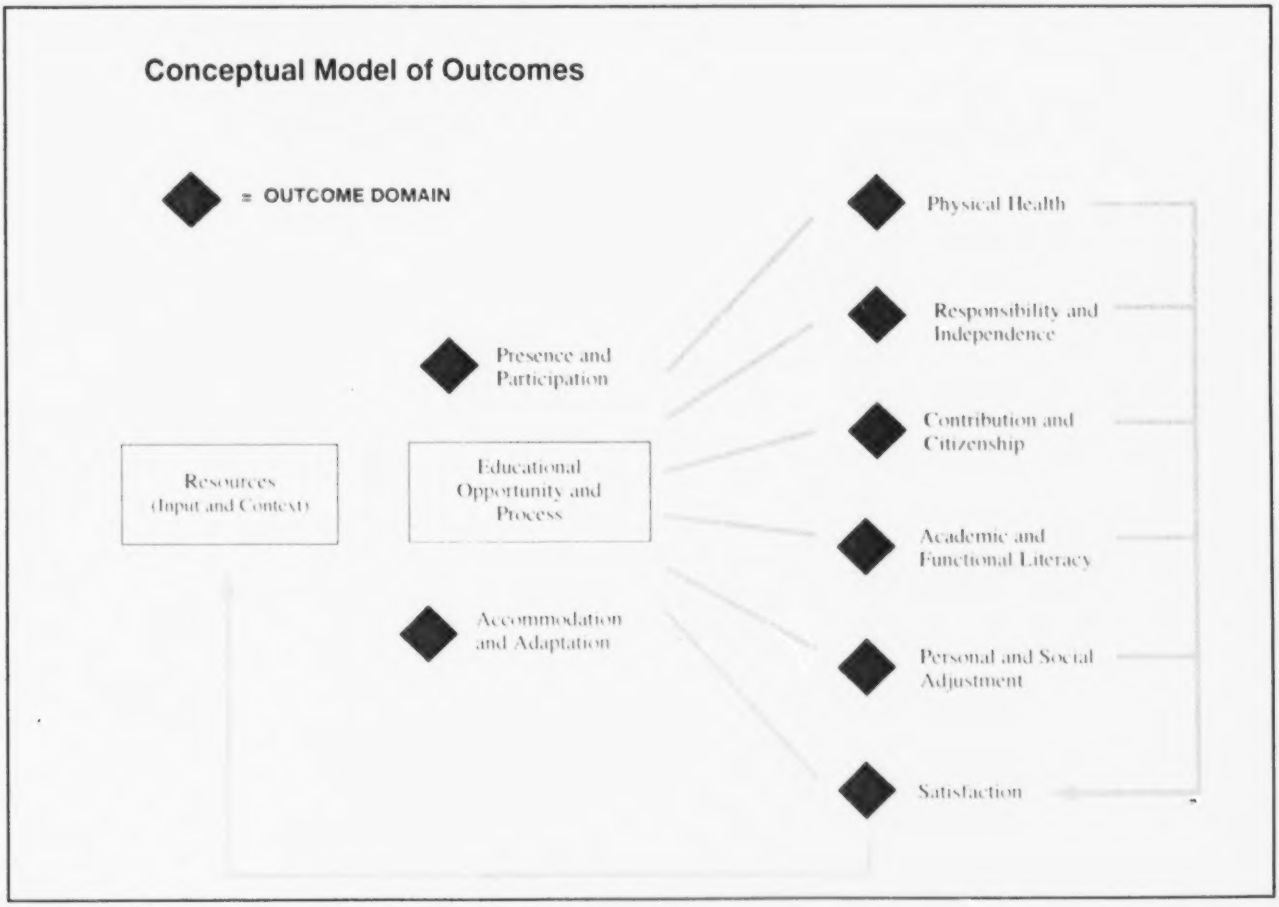


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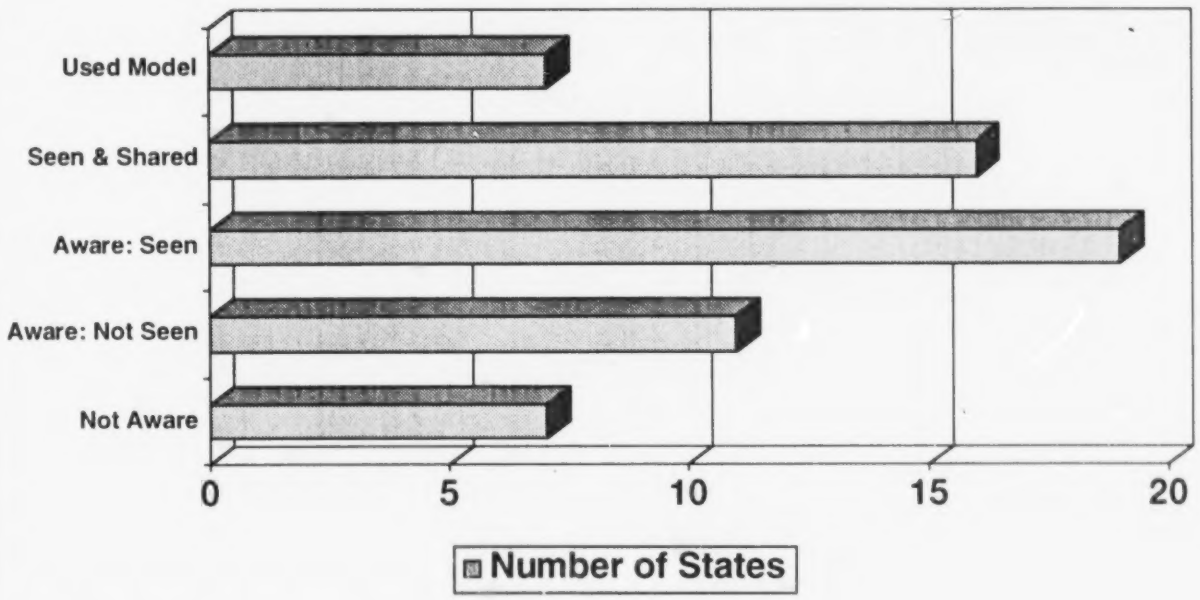
Figure 6 - States' Level of Awareness of the NCEO Model



Part Four: Participation of Students with Disabilities in Statewide Assessments

Since 1991, NCEO has reported the rates at which students with disabilities participate in statewide assessments. In the past, their participation in statewide testing programs had varied a great deal, with estimates for states ranging from 0% to 100%. Many respondents were unable to provide an estimate.

Participation Rates in Statewide Assessments

■ *Table 5*

In the 1994 survey, NCEO asked for the participation rate for each assessment administered by a state. Using *Viewing the Landscape*, which was produced jointly by the North Central Regional Education Laboratory (NCREL) and the Council of Chief State School Officers (CCSSO) to identify assessments, NCEO listed each state's current assessment battery and asked for the participation rates. (See Appendix for lists of assessments and rates for each one.)

Assessments were coded according to the purpose of the assessment noted in *Viewing the Landscape*, and then summarized for three classifications:

(1) student accountability (for example, assessments used to determine grade promotion or graduation);

(2) school accountability (for example, assessments that assign rewards or sanctions to districts or schools); or

(3) instructional decision making (for example, assessments used for placement or instructional decisions).

Despite NCEO's request for more specific information, most states still could not report the participation rates for students with disabilities. What is clear is that many of the statewide assessments serve multiple purposes. For this reason, participation rates for the different purposes tend to look quite similar.

Some states could only provide estimates, which can vary greatly in their accuracy. Furthermore, other states report that the data were not immediately or conveniently available. The DK or "Don't Know" response was also used to classify those states where other related data may have been reported, such as the percentage of *all test takers* who had a special education designation.

■ *Figure 7*

Participation rates were available most often (in 18 states) for assessments used for school accountability. The were available least often (in 10 states) for assessments used for student accountability.

Table 5 - Students With Disabilities Participating in Assessments

State	Student Accountability	School or District Accountability	Instructional Decision Making
Alabama	63.5	45.0	56.5*
Alaska	NA	DK	DK
Arizona	DK	DK	DK
Arkansas	NA	DK	DK
California	DK	NA	DK
Colorado	**	**	**
Connecticut	94.0	84.0	84.0
Delaware	NA	84.0	84.0
Florida	81.0	DK	30.0*
Georgia	DK	DK	DK
Hawaii	DK	DK	DK
Idaho	NA	DK	DK
Illinois	NA	25.0	NA
Indiana	DK	DK	DK
Iowa	**	**	**
Kansas	NA	DK	DK
Kentucky	NA	100.0	100.0
Louisiana	5.0	5.0*	5.0*
Maine	DK	DK	DK
Maryland	NA	90.0	90.0
Massachusetts	NA	50.0	NA
Michigan	DK	DK	DK
Minnesota	**	**	**
Mississippi	DK	DK	DK
Missouri	NA	DK	DK
Montana	NA	90.0	NA
Nebraska	**	**	**
Nevada	DK	DK	DK
New Hampshire	NA	DK	NA
New Jersey	43.0	54.5	54.5

NOTE: Percentages in cells represent an average of students with disabilities who participate across all assessments that fall within that category. (See Appendix for assessments within each catagory.)

* Participation rates were not available for all assessments in this category.

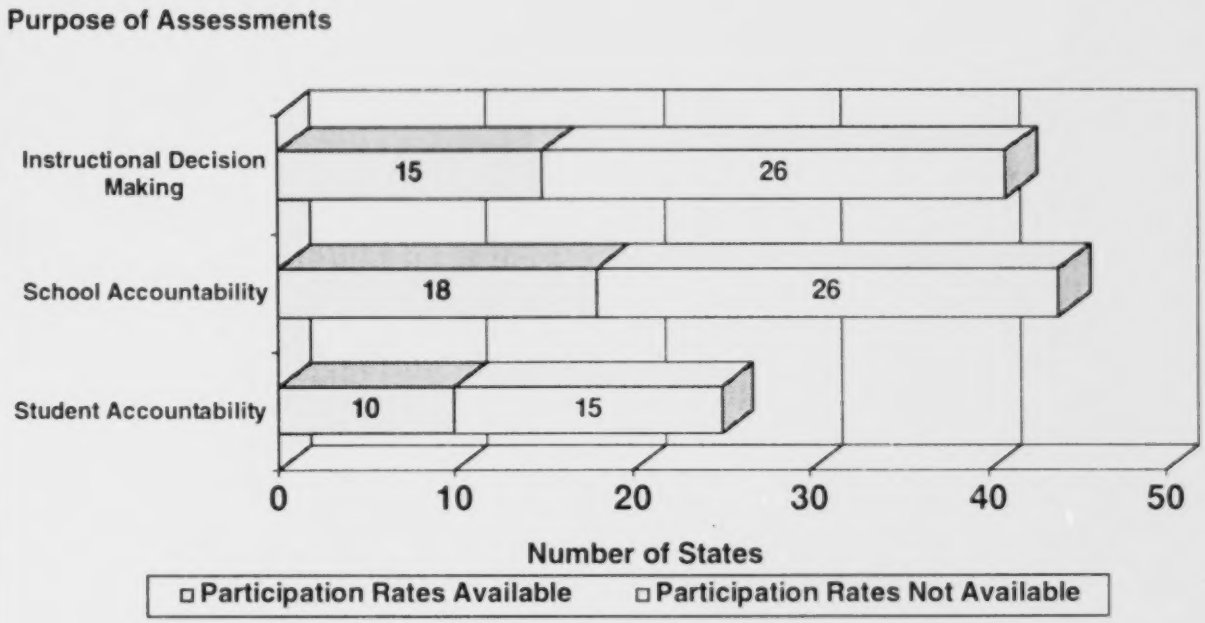
** No statewide assessments.

NA - Not Applicable State does not have an assessment that falls into this category.

DK - Don't Know State has one or more assessment in this category, but does not know the participation rate(s).

State	Student Accountability	School or District Accountability	Instructional Decision Making
New Mexico	DK	DK	DK
New York	NA	91.5	91.5
North Carolina	NA	7.0	7.0
North Dakota	DK	DK	DK
Ohio	DK	DK	DK
Oklahoma	DK	DK	DK
Oregon	NA	88.5	88.5
Pennsylvania	NA	DK	DK
Rhode Island	NA	70.0*	70.0*
South Carolina	DK	DK	DK
South Dakota	NA	DK	DK
Tennessee	99.0	86.4*	74.0*
Texas	40.0	40.0	40.0
Utah	75.0	75.0	75.0
Vermont	NA	DK	DK
Virginia	13.0	13.0*	13.0
Washington	NA	DK	DK
West Virginia	DK	DK	DK
Wisconsin	NA	DK	DK
Wyoming	**	**	**
Am Samoa	NA	NA	NA
BIA	NA	NA	NA
CNMI	NA	NA	NA
DC	NA	NA	NA
FSM	NA	NA	NA
Guam	NA	NA	NA
Palau	NA	NA	NA
Puerto Rico	NA	NA	NA
RMI	**	**	**
USVI	NA	NA	NA

Figure 7 - Availability of Assessment Data on Students with Disabilities



Conclusion

Now is an exciting time in education. Findings from the 1994 special education survey provide testimony to many ambitious efforts currently underway in state education systems.

Feedback from state directors about *Goals 2000* suggests that this federal initiative provides a unique opportunity for collaborative planning and bridge-building between special and general education interests.

Indeed, such collaboration will become more important as deliberations continue over the identification of learner goals, and as states devise and mandate new forms of valid and reliable measures of student performance.

If education in the United States is to become accountable for *all* students, then students with disabilities will need to be considered throughout the entire process of reform—from the identification of learner goals to the reporting of results.

Appendix

The chart in this appendix lists all assessments identified in the NCREL report *Viewing the Landscape*, plus additional assessments identified by the states.

For each assessment, NCEO listed the percentage of students with disabilities reported by the state respondent to its survey and then the purpose(s) according to the NCREL report.

These data are the basis for the summary information provided in Table 5 (see page 20). When more than one assessment was identified for a single purpose, the average of the percentages for these assessments was reported in Table 5.

State and Assessments	%**	Purpose of Assessment Identified in NCREL*			
		Student Account-ability	School or District Account-ability	Instructional Decision-Making	Not Categor-ized
Alabama					
Integrated Reading and Writing Assessment for Grade Two	39			■	
Basic Competency Tests	56	■		■	
SAT	45		■		
AL Direct Assessment of Writing	60			■	
High School Basic Skills Exit Exam	71	■		■	
Differential Aptitude Tests with Career Interest Inventory	NS			■	
Alaska					
ITBS	NS		■	■	
Writing Exam	NS			■	
Arizona					
ITBS	NS		■	■	
Test of Achievement and Proficiency	NS				■
District Assessment Plans	NS	■	■	■	
Arkansas					
Minimum Performance Tests	NS		■		
SAT	NS		■	■	
Writing Assessment	NS		■	■	
California					
Golden State Exams	NS	■		■	
Colorado					
NONE					
Connecticut					
CT Mastery Test	74		■	■	
CT Academic Performance Test	94	■	■	■	
Delaware* **					
Writing Exam	84			■	
Performance Based Assessment in Reading and Math	84		■		

State and Assessments	%**	Purpose of Assessment Identified in NCREL*			
		Student Account-ability	School or District Account-ability	Instructional Decision-Making	Not Categor-ized
Florida					
High School Competency Test	81	■			
FL Writing Assessment Program	30			■	
Grade 10 Assessment Test	NS		■	■	
Georgia					
GA Curriculum Based Assessments	NS		■	■	
GA High School Graduation Test	NS	■			
ITBS	NS		■	■	
Test of Achievement and Proficiency	NS			■	
GA Kindergarten Test	NS		■	■	
Hawaii					
SAT	NS		■	■	
Test of Essential Competencies (HSTEC)	NS	■	■		
Idaho					
Test of Achievement and Proficiency	NS				■
ITBS	NS		■	■	
Direct Writing Assessment	NS		■	■	
Performance Mathematics Assessment	NS				■
Interdisciplinary Assessments	NS				■
Illinois					
IL Goal Assessment Program	25		■		
Indiana					
IN Statewide Testing for Educational Progress	NS	■	■	■	
IPASS	NS				■
Iowa					
NONE					

State and Assessments	% **	Purpose of Assessment Identified in NCREL*			
		Student Account-ability	School or District Account-ability	Instructional Decision-Making	Not Categor-ized
Kansas					
State Test in Math, Communications, Social Skills, Science	NS		■	■	
Kentucky					
KY Instructional Results and Information System	100		■	■	
Portfolio Assessments	100		■	■	
Performance Events	100		■	■	
Louisiana					
LA Educational Assessment Program	5	■	■	■	
LA Grad Exit Exams	5	■	■	■	
Statewide Norm-Referenced Testing Program	NS		■	■	
Maine					
State Student Achievement Tests	NS	■	■	■	
Maryland					
Comprehensive Test of Basic Skills (CTBS)	NS				■
MD School Performance Assessment Program	90		■	■	
Graduation Tests in Reading, Math, Writing, and Citizenship	90				■
IMAP	NS				■
Massachusetts* **					
MA Education Assessments Program (MEAP)	50		■		
Michigan					
Michigan Education Assessment Program	NS	■	■	■	

State and Assessments	% **	Purpose of Assessment Identified in NCREL*			
		Student Account-ability	School or District Account-ability	Instructional Decision-Making	Not Categor-ized
Minnesota					
NONE					
Mississippi					
Functional Literacy Examination	NS	■	■	■	
ITBS	NS				■
Test of Achievement and Proficiency	NS				■
Missouri					
Missouri Mastery Achievement Test	NS		■	■	
Montana					
Standardized Achievement Testing	90		■		
Nebraska					
NONE					
Nevada					
CTBS	NS		■	■	
Analytic-Trait Score Writing	NS		■	■	
High School Proficiency Exam Program	NS	■	■	■	
New Hampshire					
CAT	NS		■		
NH Educational Assessment Program (NHEAP)	NS				■
New Jersey					
Grade 8 Early Warning Test	66		■	■	
High School Proficiency Test (HSPT)	43	■	■	■	
New Mexico					
NM Reading Assessment	NS	■	■	■	
Achievement Assessment	NS				■
Direct Writing Assessment	NS		■	■	
High School Competency Examinations	NS	■	■	■	

State and Assessments	%**	Purpose of Assessment Identified in NCREL*			
		Student Account-ability	School or District Account-ability	Instructional Decision-Making	Not Categor-ized
New York					
Pupil Evaluation Program Test	92		■	■	
Program Evaluation Tests	91		■	■	
North Carolina					
End-of-Grade Tests	10		■	■	
End-of-Course Tests	4		■	■	
Writing	NS				■
Competency Test	NS				■
Computer Skills Proficiency Test	NS				■
North Dakota					
CTBS	NS	■	■	■	
Ohio					
Norm Referenced Achievement Tests	NS		■	■	
Ninth-Grade Proficiency Testing	NS	■	■		
Oklahoma					
Norm-Referenced Achievement	NS		■	■	
Norm-Referenced Writing Assessment	NS		■	■	
Criterion-Referenced Testing Program	NS	■	■	■	
Oregon					
Reading, Mathematics and Health Assessments	90		■	■	
Statewide Writing Assessment	87		■	■	
Pennsylvania					
Reading and Math State Assessment	NS		■	■	
Writing State Assessment	NS		■	■	

State and Assessments	%**	Purpose of Assessment Identified in NCREL*			
		Student Account-ability	School or District Account-ability	Instructional Decision-Making	Not Categor-ized
Rhode Island					
Metropolitan Achievement Test	70				■
Health Education Exams	70		■	■	
Physical Education Exams	NS		■	■	
Writing Exam	70		■	■	
South Carolina					
Metropolitan Achievement Test	NS				■
Basic Skills Assessment Program	NS	■	■	■	
Exit Examination	NS				■
South Dakota					
SAT	NS		■	■	
Career Assessment Program	NS			■	
Tennessee					
TN Comprehensive Assessment Program	74		■	■	
TN Proficiency Test	99	■	■		
Writing Assessment	NS		■	■	
Texas					
TX Assessment of Academic Skills (TAAS)	40	■	■	■	
Utah					
SAT	65				■
Core Curriculum Assessment Program	75	■	■	■	
Vermont					
Portfolio Assessments	NS		■	■	
Uniform Tests in Math and Writing	NS		■	■	
Virginia					
Literacy Passport Testing Program	13	■	■	■	
ITBS	NS		■		
Tests of Achievement and Proficiency	NS				■

State and Assessments	%**	Purpose of Assessment Identified in NCREL*			
		Student Account-ability	School or District Account-ability	Instructional Decision-Making	Not Categor-ized
Washington					
CTBS	NS		■	■	
Curriculum Frameworks Assessment	NS		■	■	
West Virginia					
Criterion-Referenced Tests	NS		■	■	
CTBS	NS	■	■		
State Writing Assessment	NS		■	■	
Wisconsin					
Third Grade Reading Test	NS		■	■	
ACT 8th Grade EXPLORE	NS				■
ACT 10th Grade PLAN	NS				■
Wyoming					
NONE					
Am Samoa					
SAT	NS				■
Minimum Competency Test	80				■
Locally Developed Curriculum Referenced Tests	NS				■
BIA					
CTBS	NS				■
CNMI					
CAT	60				■
DC					
CTBS	41				■
National Assessment of Educational Progress (NAEP)	41				■
FM					
FSM National Standardized Tests in Language Arts, and Mathematics	NS				■
Guam					
Life and School Survival Skills Test	50				■
Brigance	90				■

State and Assessments	%**	Purpose of Assessment Identified in NCREL*			
		Student Account-ability	School or District Account-ability	Instructional Decision-Making	Not Categor-ized
Palau					
Criterion-Referenced Test	NS				■
Brigance	70				■
Education Needs Assessment	70				■
Pre-School Supplementary Screening Inventory	70				■
Denver II	NS				■
Hawaii Early Learning Profile	70				■
Island Infant & Toddlers Screening Instruments	70				■
Puerto Rico					
Aprenda: Reading, Language	NS				■
Aprenda: Math	NS				■
Aprenda: Basic Skills	NS				■
RMI					
NONE					
USVI					
Metropolitan Achievement Test	NS				■

* North Central Regional Educational Laboratory

** Percent of students with disabilities participating in assessment

*** Original NCREL coding of the assessment was revised by the state director

NOTE: NS stands for "Not Sure"